



**ORGANIZING THEME/TOPIC**

**FOCUS STANDARDS & SKILLS**

**UNIT 1: CONSTITUTIONAL UNPINNINGS OF THE UNITED STATES GOVERNMENT**

**Suggested Time Frame:**  
Quarter 1/3

**How have theory, conflict, and compromise influenced the U.S. Constitutional System?**

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)
- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)

**What are the historical and philosophical foundations of the Constitution?**

- The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)
- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)

**How does the Constitution outline federalism, the separation of powers, and checks and balances?**

- The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

**What were the basic comparisons between the Federalists and the Anti-Federalists on central government and democracy?**

- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)

**How does the structure of the Constitution reflect the tenants contained in the Preamble?**

- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)
- The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)

**To what extent is the Constitution a “living document?”**

- The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)
- The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)

<p><b>UNIT 2: POLITICAL BELIEFS &amp; BEHAVIORS</b></p> <p><b>Suggested Time Frame:</b> Quarter 1/3</p>	<p><b>How are American political beliefs formed and how do they evolve over time?</b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>How are beliefs about government leaders and the US political system formed and transmitted?</b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>How does the political system allow for various forms of political engagement and participation?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> <li>The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How do group differences influence political beliefs and behaviors?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> <li>The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>How have changes in technology influenced political communication, beliefs, and behavior?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> <li>The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)</li> </ul> <p><b>Why do levels of participation and influence in politics vary?</b></p> <ul style="list-style-type: none"> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul>
<p><b>UNIT 3: POLITICAL PARTIES, INTEREST GROUPS, &amp; THE MASS MEDIA</b></p> <p><b>Suggested Time Frame:</b> Quarter 1/3</p>	<p><b>How do families, schools, and the media act to socialize political participants into political culture?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> </ul> <p><b>To what extent does the media play a role in providing citizens with political information? To what extent does media bias play a role?</b></p> <ul style="list-style-type: none"> <li>The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul> <p><b>To what extent has the influx of media options/sources influenced political participation and political beliefs?</b></p> <ul style="list-style-type: none"> <li>The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> <li>The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>To what extent is the media essential to the operation of the U.S. political system?</b></p> <ul style="list-style-type: none"> <li>The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul>

	<p><b>How do political parties impact the electorate and encourage participation?</b></p> <ul style="list-style-type: none"> <li>• The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>To what extent do political parties and political identities affect the government decision making process, committee, and party leadership within the legislature?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>• The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> </ul> <p><b>How have political parties changed and evolved over time?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>To what extent do interest groups influence elections and policy making?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>• The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> </ul>
<p><b>UNIT 4: INSTITUTIONS OF THE NATIONAL GOVERNMENT</b></p> <p><b>Suggested Time Frame:</b> Quarter 2/4</p>	<p><b>How do the branches of the National Government compete and cooperate in order to govern?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>To what extent has the power of each branch changed over time?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>How does the law making process within the Senate and House of Representatives compare?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>What are the expressed powers of Congress?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> </ul> <p><b>What are the formal and informal powers of the President; how have they changed over time?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> </ul>

	<p><b>How has technology changed elected officials' relationships with their constituents and other branches?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> <li>• The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)</li> </ul> <p><b>What is the principal of judicial review and how does it check the power of other institutions and state governments?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> </ul> <p><b>To what extent has the power of the Supreme Court changed over time (e.g. limited, enhanced)?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> <li>• The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)</li> </ul>
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<p><b>UNIT 5: PUBLIC POLICY</b></p> <p><b>Suggested Time Frame:</b> Quarter 2/4</p>	<p><b>How have constitutional and political developments affected public policy?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul> <p><b>How do political ideology and core values influence government policy making?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> <li>• The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>How effective are the various methods of political participation in shaping public policies?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)</li> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>To what extent do the principles of freedom, individualism, and the common good influence public policy formation?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> </ul> <p><b>To what extent do differing political beliefs and behaviors have political consequences and influence public policy process?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>• The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> </ul>
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**UNIT 6: CIVIL RIGHTS & CIVIL LIBERTIES**

**Suggested Time Frame:**  
Quarter 2/4

**To what extent does the US Constitution and its amendments protect against undue government infringement on liberties and from discrimination?**

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)
- The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)

**How have Supreme Court rulings defined civil liberties and civil rights?**

- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)

**How does the Bill of Rights and judicial system attempt to balance the tension between majoritarian concerns for social order and claims of individual freedom?**

- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)
- The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)

**What are the constitutional protections against government encroachment on the rights of the accused?**

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)
- The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)

**To what extent have constitutional provisions advancing equality supported social movements and motivated policy responses?**

- The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)
- The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)